

Socorro Independent School District

Americas High School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness



Board Approval Date: August 16, 2022
Public Presentation Date: August 16, 2022

Mission Statement

Americas' mission is to engage all students and motivate them to be productive problem-solving members of society.

Vision

Americas' vision is to create a safe, supportive, interactive, and fun learning environment for all students.

Board Members and Superintendent

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Americas High School is one of 49 campuses in Socorro Independent School District. Americas High School opened its doors in 1996 and serves 2457 students in grades 9 to 12. A year ago, 2527 students were served by the campus, which is a decrease of 70 students in our overall student population.

The student population is 1.83% African-American, 3.34% White, .53% Asian, 93.49% Hispanic, 51% male and 49% female with a socioeconomic status of 56.25%.

The campus mobility rate is 12.33% and the ADA (Average Daily Attendance) for the 2019-2020 is 95.77%. There was a total of 307 discipline referrals this year, which is an substantial increase from the 2020-2021 school year as we were in remote learning to comply with health and safety regulation during COVID19.

Americas High School serves 504 English Language Learner students, 200 students in the Gifted and Talented program, 144 in section 504, and 204 students served though special education services.

Student Demographics (2021-2022)	Count	Percent
Gender		
Female	1204	49%
Male	1253	51%
Ethnicity		
Hispanic-Latino	2297	93.49%
Race		
American Indian - Alaskan Native	3	0.12%
Asian	<u>13</u>	0.53%
Black - African American	45	1.83%
Native Hawaiian - Pacific Islander	<u>5</u>	0.20%
White	<u>82</u>	3.34%
Two-or-More	12	0.49%

School Population (2021-2022)	Count	Percent
Student Total	2,457	100%
9th Grade	657	26.74%
10th Grade	634	25.80%
11th Grade	581	23.65%
12th Grade	585	23.81%

Student by Program (2021-2022)	Count	Percent
Bilingual	0	0.00%
English as a Second Language (ESL)	504	20.51%
Career and Technical Education (CTE)	2099	87.45%
Free Lunch Participation	1133	46.11%
Reduced Lunch Participation	249	10.13%
Other Economically Disadvantaged	0	0.00%
Gifted and Talented	20	8.14%
Special Education (SPED)	240	9.77%
Title I Participation	2,457	100.00%
Dyslexia	3	0.12%
Homeless Statuses		
Homeless Status Total	4	0.16%
Shelter	0	0.00%
Doubled Up	3	0.12%
Unsheltered	0	0.00%
Hotel/Motel	1	0.04%

Demographics Strengths

At Americas HS, there are an abundance of students taking advanced academic courses.

- 965 student enrolled in Dual credit classes for 2022-2023
- 917 students enrolled in AP classes for 2022-2023
- 1367 students enrolled in PAP classes for 2022-2023

Americas HS AVID program overall ranking appears to be AVID Schoolwide Site of Distinction.

Trailblazers Early College completed it's fifth year in May 2022 with 4 full cohorts. The fifth cohort has been selected and will begin in 2022-2023.

Libertas Academy continues into its ninth year in as a law and public administration magnet program.

Americas HS offers the following for support throughout the year to help our students become successful academically:

- Saturday EOC tutoring interventions
- EOC blitzes
- Before and after school tutoring
- Plato
- Fall and Spring Intersession remediation
- 9 week remediation during both intersessions
- Summer School
- TSI bridge camps
- State Compensatory Ed. Intervention specialists
- ALC Tutoring
- SESLA
- Read180
- EOC content labs

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our EB population has increased from 400 to 492 students. **Root Cause:** Instruction in SOL course was not consistent. Solutions include SIOP training and SESLA implementations

Student Learning

Student Learning Summary

2022 STAAR Assessment Results

All Students

STAAR	Approaches	Approaches	Meets	Meets	Masters	Masters
	20-21	21-22	20-21	21-22	20-21	21-22
ELAR I/II	69%	70% (+1)	53%	54% (+1)	8%	8% (0)
Algebra I	55%	58% (+3)	21%	18% (-3)	8%	7% (-1)
Biology	80%	85% (+5)	43%	58% (+15)	11%	16% (+5)
U.S. History	91%	95% (+4)	72%	83% (+11)	46%	53% (+7)

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At Risk

STAAR	Approaches	Approaches	Meets	Meets	Masters	Masters
	20-21	21-22	20-21	21-22	20-21	21-22
ELAR I/II	46%	54% (+8)	26%	33% (+7)	1%	2% (+1)
Algebra I	47%	53% (+6)	13%	14% (+1)	5%	5% (0)
Biology	64%	77% (+13)	17%	39% (+22)	1%	5% (+4)
U.S. History	82%	90% (+8)	54%	69% (+15)	25%	33% (+8)

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Economically Disadvantaged

STAAR	Approaches	Approaches	Meets	Meets	Masters	Masters
	20-21	21-22	20-21	21-22	20-21	21-22
ELAR I/II	67%	67% (0)	50%	51% (+1)	6%	6% (0)
Algebra I	51%	56% (+5)	19%	17% (-2)	6%	7% (+1)

STAAR	Approaches	Approaches	Meets	Meets	Masters	Masters
	20-21	21-22	20-21	21-22	20-21	21-22
Biology	78%	84% (+6)	38%	52% (+14)	8%	13% (+5)
U.S. History	90%	94% (+4)	69%	79% (+10)	39%	47% (+8)

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English Learners

STAAR	Approaches	Approaches	Meets	Meets	Masters	Masters
	20-21	21-22	20-21	21-22	20-21	21-22
ELAR I/II	35%	43% (+8)	16%	21% (+5)	0%	1% (+1)
Algebra I	49%	62% (+13)	14%	20% (+6)	5%	10% (+5)
Biology	58%	70% (+12)	15%	35% (+20)	2%	4% (+2)
U.S. History	65%	87% (+22)	39%	61% (+22)	12%	32% (+20)

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Special Education

STAAR	Approaches	Approaches	Meets	Meets	Masters	Masters
	20-21	21-22	20-21	21-22	20-21	21-22
ELAR I/II	30%	37% (+7)	10%	17% (+7)	1%	0% (-1)
Algebra I	46%	47% (+1)	23%	14% (-9)	13%	5% (-8)
Biology	56%	59% (+3)	21%	21% (0)	4%	4% (0)
U.S. History	66%	83% (+17)	36%	49% (+13)	16%	26% (+10)

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HB3 CCMR GOAL (USE IN CNA AND PERFORMANCE OBJECTIVES-GOAL 2)

The percent of graduates that meet the criteria for CCMR:

Subgroup	2019 (Baseline)	2020	2021
All Students	62%	66%	63%
African-American	65%	60%	60%
Hispanic	62%	63%	62%
White	60%	73%	92%
Special Education	60%	87%	72%
Econ. Disadvantaged	59%	59%	64%
English Learners	57%	46%	46%

The percent of students that receive an Approved Industry-Based Certification:

Yearly Target Goals	2019 (Baseline)	2021
All Students	11%	16%
African-American	0%	20%
Hispanic	11%	16%
White	18%	25%
Special Education	14%	7%
Econ. Disadvantaged	11%	16%
English Learners	15%	14%

The percent of CCMR students that achieve the TSI criteria on the Math TSIA:

Yearly Target Goals	2019 (baseline)	2021
All Students	40%	26%
African-American	50%	40%
Hispanic	39%	26%
White	41%	50%
Special Education	10%	2%
Econ. Disadvantaged	35%	25%

Yearly Target Goals	2019 (baseline)	2021
English Learners	27%	7%

State Graduation Rate:

4-Year	5-Year	6-Year
92.8%	96.9%	96.1%

Federal Graduation Rate:

2020	2021
93.7%	91.0%

Federal School Improvement Targets (Based on “Meets” Threshold)

Reading

ALL	AA	HISP	WHITE	AI	ASIAN	PAC-I	2 or MORE	ECD	EB	SPED
44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
55%	62%	54%	57%	NA	NA	NA	NA	51%	21%	17%

Mathematics

ALL	AA	HISP	WHITE	AI	ASIAN	PAC-I	2 or MORE	ECD	EB	SPED
46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
18%	NA	18%	25%	NA	NA	NA	NA	17%	20%	14%

Student Learning Strengths

The following were gains from 2020-2021 to 2021-2022 in **End-of-Course STAAR** Comparison:

- All five tests saw an increase in Student Achievement Percent Change for all students.
- All five tests saw an increased in Student Achievement Percent Change for LEP students.
- All five tests saw an increase in Student Achievement Percent Change for SPED students.

SAT

- Mean Total Score: 904 compared to the district Mean Total Score: 901
- Mean Math Score was a 440 compared to the district Meam Math Score of 442
- Mean Reading & Writing Score is a 464 compared to the district mean score of 460

AP Testing

- 18 AP exams administered Spring 2022. In 2 exams, AHS had scored above the overall district. In 16 exams, AHS scored equal to the overall district.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special education students EOC performance is below the target of 60 in 3 for the 5 tests. **Root Cause:** Alignment between instruction and TEKS . Common assessments are based on specific SEs; Lesson frames are not aligned with walkthroughs consistently; Differentiated instruction is not being provided in classroom settings consistently. Not following Co-Teach Model appropriately. More training needed to new and experienced teachers on Co-Teach Model.

Problem Statement 2: Special education students performance on STAAR English I is lower than target (60%). **Root Cause:** Growth has occurred, however not as much as has been required. Pre and post Covid gaps must be addressed.

Problem Statement 3: At Americas High School, 78% of all students passed at approaches level on Algebra EOC Exam. **Root Cause:** 90% of our incoming 9th graders take algebra 1 at the 8th grade level, Therefore, the students in the algebra classes need intensive, focused instruction.

Problem Statement 4: The total scale score for students taking the SAT is 904 which is 115 points below the state mean of 1019. **Root Cause:** SAT testing has not been practiced, reviewed, or emphasized in Math and ELAR class instruction during 9th and 10th grade as these are EOC tested subjects.

Problem Statement 5: At Americas High School, 61% of SPED students passed at approaches grade level on Biology EOC exam. **Root Cause:** The root cause of the problem is current students who are retesters are sitting in classes with different curriculums. Teachers of these courses do not follow the same curriculum as Biology.

Problem Statement 6 (Prioritized): At Americas High School, 36% of EB students passed at meets grade level for the Biology EOC. **Root Cause:** The root cause of the problem are missed opportunities to practice content language and its application.

Problem Statement 7 (Prioritized): At AHS, SPED students passing scores at approaches on English I EOC are 32% and English II EOC are at 35% **Root Cause:** Inconsistency between lesson frames and instructional strategies in differentiating instruction in the classroom. Lack of feedback on differentiation and different modalities on co-teaching strategies.

School Processes & Programs

School Processes & Programs Summary

Americas strives to increase the level of instructional rigor across all areas which will lead to student success. Curriculum and Instruction meetings are held weekly to discuss and provide follow up support with the emphasis on student weaknesses to drive instruction. Campus and district common assessments were used to provide data to determine areas of student support. Professional Learning Communities (PLC's) meet twice a week to plan and break down data. Small Learning Communities (SLC's) meet once a week to discuss interventions for common students. Faculty meetings are scheduled into the calendar to disseminate both campus and curriculum information and/or concerns. Small Learning Communities will be formed with 9th and 10th graders in the way of houses built into the Master Schedule. Each house will contain the same students with the same core teachers. SLC meetings will continue to take place weekly to discuss student to build better relationships with both the student and parents. Student information will be shared with common teachers to determine the best support and interventions for these students. Furthermore, parent meetings will include all the teachers from the same house. SLC meetings are held within our Trailblazers Early College program weekly.

Our EB students are serviced their freshman and sophomore year in English I SOL and English II SOL classes with ESL certified teachers. They are further supported by their enrollment in English Language Development and Acquisition course. All teachers received SIOP training this year. Credit Recovery classes are offered through PLATO in our Blazer Center throughout the year including both intersessions and the summer. A variety of dual credit classes are offered to students and TSIA2 testing takes place on campus to qualify students to take the classes. The school's robotic program competes and is run through Project Lead the Way.

Americas High School works with it's students and staff to implement technology to improve student success. Staff is sent to trainings to stay up-to-date with the latest technology. Staff is provided Friday Trainings virtually with the assistance from our district Instructional Tech Specialists. For the third year in a row, freshman students received new laptops through the district one to one initiative. Next year's freshman students will also receive new laptops as the district's one to one initiative continues. All freshman, sophomores, and Juniors and Seniors have district issued laptops.

The Libertas Academy is in it's 9th year and continues to successfully recruit students into it's program. A large room on campus was converted into a replica court room utilized by students. Two lawyers are part of the Libertas Academy teaching staff. The Trailblazers Early College completed it's fifth year. The early college is a school within a school where students will be earning an associates degree before graduating from high school. More students are taking dual credit classes in the entire school as more teachers are getting credentialed as the district has offered scholarships to teachers to get their masters to teach these classes. More on-line courses are becoming face to face classes as more teachers get credentialed. Thus, the number of dual credit classes taken by students has increased for the fourth year in a row.

School Processes & Programs Strengths

Curriculum and Instruction meetings meet one to two times a week and include: two SCE Coaches, each department head, head counselor, librarian, ESL teacher, testing coordinator, and all administrators

- Departments meet with their PLC's twice a week to discuss planning, curriculum, common assessment data, and best practices
- Houses are implemented in Master Schedule and SLC's met once a week. One SLC for each grade level.
- Administrators complete 15 to 20 teacher PowerWalks a week to help determine trends on strengths and area of needed support for teachers
- Admin, department instructional coaches and SCE coaches together completed several instructional rounds and debriefed after to discuss strengths and areas for growth
- The campus assessment data drives the instruction and is used to determine professional development for AHS teachers
- More teachers attended the PLC and AVID training during the Summer Institute 2022.
- Free TSIA2 exams were administered to all students
- PSAT was administered to all sophomore students while the SAT was administered to all junior students on campus, at no charge to the student.
- The number of dual credit courses taken by students has increased for 3rd year.

Technology

- All students have laptops through the district one to one initiative.
- AHS and the district are entering the 5th year of on-line registration with several campuses reaching 100% completion rate by the end of May
- All classrooms are equipped with interactive white boards
- All math classrooms have a classroom set of Ti-Inspire calculators with chargers. Math teacher and Science teacher have a set of 30
- Three departments have a cart to allow classroom sets of laptops during instruction

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Dual credit classes are being facilitated by faculty as online courses. **Root Cause:** Not all teachers are not credentialed to teach a dual credit course.

Problem Statement 2: Amount of observational walks will increase to determine trends and areas of support. **Root Cause:** Powerwalks were conducted virtually due to Covid-19 which did not allow for deep, meaningful feedback.

Problem Statement 3: The campus technology resources needs to be purchased to facilitate hybrid learning, and blended learning platforms. **Root Cause:** The campus currently has some resources but more frequent hands-on training is necessary.

Perceptions

Perceptions Summary

For all incoming Freshmen, Americas HS holds an orientation called Trailblazer 101 for students and parents on the Saturday before the first day of school. The campus parent liaison and Communities in Schools works with parents to educate them on school trends and on important training offered throughout the year. The Principal holds periodical Coffee with the Principal to reach and out and speak to parents and make herself available. The Principal has an open door policy and believes in being transparent in all school related issues. She communicates all important information to parents using her twitter account, Smore Newsletter, and the call-out system. The campus holds one parent/teacher night each semester to give parents an opportunity to speak to teachers. An advanced academics night was held in the Spring to give information to parents about advanced academics at AHS.

Americas High School believes it is essential to build relationships with student's families and the community. By forming these important relationships, a sense of trust has formed and created a bond where collaborative educational involvement has evolved. To establish initial trust with their community, AHS begins every new school year with Trailblazer 101 for incoming freshman and students new to AHS. This provides an opportunity for faculty and staff to share their programs and content areas with the community. Open house invitations are sent to the community to illicate increased relationship building with our school twice a year. Parents are invited to coffee with the principal, monthly. They were also invited by the Parent Liason to informational meetings. Drive through breakfasts took place at the student drop off where important school information was also included in the prepackaged snack bags.

Perceptions Strengths

On the 2021-2022 Parent, Student, and Teacher climate survey, the following received the highest ratings:

- Parents feel their child's school makes an effort to keep them and their family informed about what's going on in school.
- Students feel their teachers expect students to do their best.
- Teachers feel administration treats them with respect.

During 2021-2022, Americas HS continued to keep safety a priority, listening to parents and the community and informing them about the campus and their child.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Maintaining a safe and secure campus by ensuring that all exterior doors are locked and secured during the school day. **Root Cause:** Safety concerns continue as a result of active school shootings across the country.

Problem Statement 2: We face students driving to school and parking without a parking sticker and verified insurance. Students attempt to drive of campus during lunch. **Root Cause:** There are two areas where students may park and with the large number of students, some blend in without being noticed.

Priority Problem Statements

Problem Statement 1: At AHS, SPED students passing scores at approaches on English I EOC are 32% and English II EOC are at 35%

Root Cause 1: Inconsistency between lesson frames and instructional strategies in differentiating instruction in the classroom. Lack of feedback on differentiation and different modalities on co-teaching strategies.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: At Americas High School, 36% of EB students passed at meets grade level for the Biology EOC.

Root Cause 2: The root cause of the problem are missed opportunities to practice content language and its application.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our EB population has increased from 400 to 492 students.

Root Cause 3: Instruction in SOL course was not consistent. Solutions include SIOP training and SESLA implementations

Problem Statement 3 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Goals







Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.











Performance Objective 1: For the 2022-2023 school year, Americas High School will continue to build on last year's plan of action to ensure that 100% of stakeholders feel safe at school and school events.

Evaluation Data Sources: Stakeholders will feel safe 100% of the time.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Detailed review of campus EOP.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A safety committee will continue to support the campus (examples are safety, parental involvement, military involvement, culture, discipline, attendance, campus policy, and student involvement). A teacher from each department will be required to serve on the committee.</p> <p>Strategy's Expected Result/Impact: Meeting Agendas, Meeting minutes, sign in sheets</p> <p>Staff Responsible for Monitoring: Campus administration, committee chairs, teachers</p> <p>Title I: 2.4, 2.6, 4.2</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Security, counselors, and administration will be highly visible before school, during transitions, during lunch, and after school. Teachers will also stand outside their doors during all transitions.</p> <p>Strategy's Expected Result/Impact: A lower number of campus incident reports and discipline referrals</p> <p>Staff Responsible for Monitoring: Campus administration, counselors, teaches, campus security</p> <p>Title I: 2.6</p>	Formative		
	Oct	Jan	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: AHS will diligently monitor all cameras inside the building and outside to include the athletic fields.</p> <p>Strategy's Expected Result/Impact: Decrease number of discipline referrals and property damage on campus</p> <p>Staff Responsible for Monitoring: Administration and Campus Security</p> <p>Title I: 2.6</p>	Formative		
	Oct	Jan	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The safety team will create a Covid-19 response subcommittee to ensure all CDC, TEA, and local guidelines are followed.</p> <p>Strategy's Expected Result/Impact: Safety plan outlining procedures for all stakeholders safety will be developed and implemented for all areas of AHS to maintain wellness</p> <p>Staff Responsible for Monitoring: Administration Nurse Counselors Safety committee</p> <p>Title I: 2.6</p>	Formative		
	Oct	Jan	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			











Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 2: For the 2022-2023 school year, Americas High School will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Sources: AHS will fulfill 100% of the safety audits and safety drills.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Monthly Practice , review and debrief

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Emergency Operations Plan will be presented to all campus faculty and staff at the beginning of the year so everyone will be aware of procedures to follow in the case of a crisis.</p> <p>Strategy's Expected Result/Impact: Safety exercise and fire drill documentation will be submitted to the district</p> <p>Staff Responsible for Monitoring: Campus administration, safety committee members, faculty, staff</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Safety committee members will delegate teachers from different areas in the school and assign task specific responsibilities during safety exercises. During school safety exercises, safety committee members will debrief and annotate what was effective and plans for improvement.</p> <p>Strategy's Expected Result/Impact: Reduced time to conduct effective safety exercise and fire drills.</p> <p>Staff Responsible for Monitoring: Assistant Principal, safety committee chair, teachers</p>	Formative		
	Oct	Jan	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			











Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 3: For the 2022-2023 school year, the attendance rate for all students at Americas High School will increase by 2% over the attendance rate of the previous year.

Evaluation Data Sources: Attendance rate

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Review Incentive programs for better systems and follow through.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Coordinate with AHS Partners in Education to create an incentive program to encourage students to attend school every day.</p> <p>Strategy's Expected Result/Impact: Student attendance will show an increase from previous year.</p> <p>Staff Responsible for Monitoring: Administration, CIS, Parent Liaison</p> <p>Title I: 2.5, 2.6, 4.2</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Automatic call-outs, email, and text alerts will be sent out to parents of students who are absent or tardy for each period.</p> <p>Strategy's Expected Result/Impact: Increased attendance, lower LOC, and less tardies</p> <p>Staff Responsible for Monitoring: Administration, attendance clerks, CIS</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Oct	Jan	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 4: For the 2022-2023 school year, the total number of disciplinary referrals at Americas High School will decrease by 3%

Evaluation Data Sources: Discipline records

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Positive Behavior Interventions System

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase teacher, administration, and security visibility during the instructional day upon transition from class to class.</p> <p>Strategy's Expected Result/Impact: A reduction in student truancy and/or behavioral incidents as evidenced by attendance reports and number of tardy sweeps.</p> <p>Staff Responsible for Monitoring: Teachers, Staff, Security, Administration</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will be trained on how to manage Level I referrals.</p> <p>Strategy's Expected Result/Impact: Decreased number of discipline referrals.</p> <p>Staff Responsible for Monitoring: Administration, security, AP clerk</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.








Performance Objective 5: For the 2022-2023 school year, AHS will continue to develop a safety plan to address the CDC, TEA, and local requirements for Covid-19 safety protocols for all stakeholders,

High Priority

Evaluation Data Sources: Safety plan to include procedures for faculty, staff, students, and visitors, classroom layouts, lunch plan, athletics and fine arts plans for practice and rehearsals.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Review the need for COVID plan.








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus administration will attend weekly safety meetings and customize the information to meet the needs of Americas HS.</p> <p>Strategy's Expected Result/Impact: Increased safety measures for all stakeholders.</p> <p>Staff Responsible for Monitoring: Administration, security, and safety committee.</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 1: By the end of the 2022-2023 school year, 100% of Americas High School teachers will be familiar with the Texas state accountability system and the impact of Covid-19, to include the implications of HB 4545.

Evaluation Data Sources: Related meeting agendas/sign-in sheets

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide communication throughout the school year about informational meetings held or other written information provided about the details and updates on academic course options and requirements.</p> <p>Strategy's Expected Result/Impact: Teachers attend meetings or receive new information provided.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, SCEI Coaches, Department Chairs</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Oct	Jan	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.







Performance Objective 2: The percentage of graduates that meet the criteria for CCR will increase from 63% to 70% in the 2022-2023 school year. The percentage of students that receive an Approved Industry-Based Certification will increase from 16% to 20% in the 2022-2023 school year. The percentage of students that achieve the passing criteria on the Math TSIA will increase from 26% to 30% in the 2022-2023 school year.







HB3 Goal














Evaluation Data Sources: CCMR accountability percentages

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Review Certifications on a bi-monthly schedule.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will be offered professional development on implementing the College and Career Ready Strategic Plan. Strategy's Expected Result/Impact: Teachers increased knowledge in College and Career Ready Strategic Plan. Staff Responsible for Monitoring: Administrators, Counselors, SCEI Coaches, Department Heads</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: School Improvement Team will work on the development of a College and Career Ready Strategic Plan. Strategy's Expected Result/Impact: A plan is developed that can be rolled out to the campus. Staff Responsible for Monitoring: Administration, School Improvement Team</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Oct	Jan	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide resources and listings of standardized instructional materials/references for each content area: Teacher recommendations (SE-aligned), Needs Assessment Computer Assisted Instruction (Web 2.0 tools) Calculators Multi-Media Curriculum Writing Projects (LDC, Writer's Workshop) *Library resources (shelf and digital) *Laboratory equipment and supplies *Technology, to include but not limited to laptops, security carts for storage, computers, microphone, headsets, interactive boards, ELMOs or document cameras. *Special Education materials *Bilingual Education materials *Gifted & Talented materials *Supplemental Teacher materials [AP, QD, LE, TQ]</p> <p>Strategy's Expected Result/Impact: Improved 3rd, 6th and nine-week grades, increase advanced academic performance/pipeline Staff Responsible for Monitoring: Administrators, Teachers, Content and SCEI Coaches, Library Media Specialists</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 - Title I, Part A - 211.12.004.24.00.000.6329.2119A - \$400, - 211 - Title I, Part A - 211.11.004.24.00.000.6399.2119A - \$2,866, - 211 - Title I, Part A - \$145,000, - 282-ESSER III - \$50,000</p>	Formative		
	Oct	Jan	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Use multiple strategies to teach content in all areas to include GT. For example: Kagan cooperative learning strategies, Thinking routines, technology, team teaching, AVID, SIOP, the Fundamental Five, Thinking maps, focused note taking, student presentations, project based learning, library usage</p> <p>Strategy's Expected Result/Impact: Increases in student grades, decrease failure rates Staff Responsible for Monitoring: Administration, AVID Coordinator, GT Coordinator , Teachers</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Oct	Jan	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide supplementary teaching materials, supplies, and accommodated equipment for student use.</p> <p>Strategy's Expected Result/Impact: Increase in student grades, and decrease in failure rates</p> <p>Staff Responsible for Monitoring: Administration and teachers</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Supplemental Instructional Supplies - 211 - Title I, Part A - \$5,000</p>	Formative		
	Oct	Jan	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Purchase of materials to support AP, Pre-AP, and Dual Credit (study guides, text books, project materials, technology)</p> <p>Strategy's Expected Result/Impact: Graduation rate, college entry, award letters, national merit scholar, college credit, AP results of a score of 3, 4, 5 with possibility of college credit.</p> <p>Staff Responsible for Monitoring: GT Students, GT Coordinators, AP & Pre-AP and Dual Credit Teachers, GT Admin, AP Admin, Counselors</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Oct	Jan	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: In the 2021-2022 AHS will increase the number of students enrolled in CTE coherent sequence will increase by 3%.</p> <p>Strategy's Expected Result/Impact: increase 1 percentage point in the number of approved industry based certifications.</p> <p>Staff Responsible for Monitoring: Administration, CATE department Chair, SCEI, CATE teachers</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Oct	Jan	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.










Performance Objective 3: For the 2022-2023 school year, Americas High School shall increase the level of instructional rigor across the core content areas, to indicate an overall improvement in student state assessment scores so that all EOC assessment are above 85% approaches grade level.











High Priority

Evaluation Data Sources: Spring 2023 EOC Results

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: PLC and Core-Department Planning

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development opportunities using research based, data driven, and innovative methodologies and tools through varied providers.</p> <p>Strategy's Expected Result/Impact: School business forms, walkthroughs, professional development attendance records</p> <p>Staff Responsible for Monitoring: Administration, SCEI Coaches, Department Heads</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 282-ESSER III - \$7,500</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide targeted assistance, supplemental support, and intervention for all at-risk students to increase student passing rates in all content areas with library aide. CIA will establish students in need of assistance through curriculum and instruction (C&I).</p> <p>Strategy's Expected Result/Impact: Student improvement</p> <p>Staff Responsible for Monitoring: Library Aide, Teachers, SCEI Coaches, Administration, Department Chairs</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Oct	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Lesson frames are redesigned and checked on a weekly basis.</p> <p>Strategy's Expected Result/Impact: Teacher planning improvement, student improvement</p> <p>Staff Responsible for Monitoring: SCEI Coaches, Department Chairs, Administration</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Common assessments are based on specific SE's. Strategy's Expected Result/Impact: Student improvement on Benchmark Tests and EOC Tests Staff Responsible for Monitoring: Teachers, Department Chairs, SECI Coaches, Administration Title I: 2.4	Formative		
	Oct	Jan	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Instruction monitored through walkthroughs (PowerWalks), verifying alignment. Strategy's Expected Result/Impact: Student improvement on EOC exams Staff Responsible for Monitoring: Administration, SCEI Coaches, Department Chairs Title I: 2.4	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.








Performance Objective 4: For the 2022-2023 school year, Americas High School will improve its student state assessment scores on English I/II from 70% approaching grade level/54% meets grade level/8% masters grade level on the Spring 2022 EOC assessment to 75% approaching grade level/60% meets grade level/15% masters grade level on the Spring 2023 EOC.

Evaluation Data Sources: English I and II EOC Results

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Structured PLC and Planning Days

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development opportunities using research based, data driven, and innovative methodologies and tools through varied providers.</p> <p>Strategy's Expected Result/Impact: Teacher improvement, growth opportunities</p> <p>Staff Responsible for Monitoring: Administration, SCEI Coaches, Department Chairs</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 282-ESSER III - \$6,100</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide planning time to SPED teacher that have several preps.</p> <p>Strategy's Expected Result/Impact: Improvement in SPED performance on EOC Reading</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Oct	Jan	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: SPED focused sessions during intersession, before and after school</p> <p>Strategy's Expected Result/Impact: Improvement in SPED performance on EOC Reading</p> <p>Staff Responsible for Monitoring: SCEI Coaches, SPED Dept. Chair, Admin</p> <p>Title I: 2.4, 2.6</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Oct	Jan	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			










Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.














Performance Objective 5: For the 2022-2023 school year, Americas High School will improve its student state assessment scores in Algebra I from 58% approaching grade level/18% meets grade level/7% masters grade level on the Spring 2022 EOC assessment to 70% approaching grade level/30% meets grade level/17% masters grade level on the Spring 2023 EOC.

Evaluation Data Sources: Algebra I EOC Results

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Structured PLC and Planning Days

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide release time and substitutes for teachers to attend professional development, conduct walkthroughs of master teachers, and to meet with mentor teachers.</p> <p>Strategy's Expected Result/Impact: Teacher improvement, growth opportunities</p> <p>Staff Responsible for Monitoring: Administration, SCEI Coaches, Department Chairs</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Lesson frames are redesigned and checked on a weekly basis.</p> <p>Strategy's Expected Result/Impact: Teacher planning improvement, student improvement</p> <p>Staff Responsible for Monitoring: SCEI Coaches, Department Chairs, Administration</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Common assessments are based on specific SE's.</p> <p>Strategy's Expected Result/Impact: Student improvement on Benchmark Tests and EOC Tests</p> <p>Staff Responsible for Monitoring: Teachers, Department Chairs, SECI Coaches, Administration</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Instruction monitored through walkthroughs (PowerWalks), verifying alignment. Strategy's Expected Result/Impact: Student improvement on EOC exams Staff Responsible for Monitoring: dministration, SCEI Coaches, Department Chairs Title I: 2.4	Formative		
	Oct	Jan	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Spiral and continue capitalizing on calculator skills. Ensuring all math classes have fun classroom sets of Ti Inspires Strategy's Expected Result/Impact: Improvement on student STAAR Math performance Staff Responsible for Monitoring: Department Chair, Admin, SCEI Coaches Title I: 2.4	Formative		
	Oct	Jan	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Refocusing curriculum to include more use of Ti Inspire (practice how we play) Strategy's Expected Result/Impact: Improvement on student STAAR Math performance Staff Responsible for Monitoring: SCEI Coach, Dept. Chair, Admin Title I: 2.4, 2.5	Formative		
	Oct	Jan	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			










Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.








Performance Objective 6: For the 2022-2023 school year, Americas High School will improve its student state assessment scores in Biology from 85% approaching grade level/58% meets grade level/16% masters grade level on the Spring 2022 EOC assessment to 90% approaching grade level/63% meets grade level/21% masters grade level on the Spring 2023 EOC.

Evaluation Data Sources: Biology EOC Results

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Structured PLC and Planning Days

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development opportunities using research based, data driven, and innovative methodologies and tools through various educational providers.</p> <p>Strategy's Expected Result/Impact: Teacher improvement, growth opportunities</p> <p>Staff Responsible for Monitoring: Administrators, SCEI Coaches, Department Heads</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Lesson frames are redesigned and checked on a weekly basis.</p> <p>Strategy's Expected Result/Impact: Teacher planning improvement, student improvement</p> <p>Staff Responsible for Monitoring: SCEI Coaches, Department Chairs, Administration</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Common assessments are based on specific SE's.</p> <p>Strategy's Expected Result/Impact: Student improvement on Benchmark Tests and EOC Tests</p> <p>Staff Responsible for Monitoring: Teachers, Department Chairs, SECI Coaches, Administration</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Instruction monitored through walkthroughs (PowerWalks), verifying alignment.</p> <p>Strategy's Expected Result/Impact: Student improvement on EOC exams</p> <p>Staff Responsible for Monitoring: Administration, SCEI Coaches, Department Chairs</p> <p>Title I: 2.4, 2.5</p>	Formative		
	Oct	Jan	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			










Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.








Performance Objective 7: For the 2022-2023 school year, Americas High School will improve its student state assessment scores in U.S. History from 95% approaching grade level/83% meets grade level/53% masters grade level on the Spring 2022 EOC assessment to 98% approaching grade level/85% meets grade level/55% masters grade level on the Spring 2023 EOC.

Evaluation Data Sources: U.S. History EOC Results

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Structured PLC and Planning Days

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development opportunities using research based, data driven, and innovative methodologies and tools through various providers to include district resource personnel.</p> <p>Strategy's Expected Result/Impact: Teacher improvement, growth opportunities</p> <p>Staff Responsible for Monitoring: Administration, SCEI Coaches, Department Heads</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 211 - Title I, Part A - \$200</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Lesson frames are redesigned and checked on a weekly basis.</p> <p>Strategy's Expected Result/Impact: Teacher planning improvement, student improvement</p> <p>Staff Responsible for Monitoring: SCEI Coaches, Department Chairs, Administration</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Common assessments are based on specific SE's.</p> <p>Strategy's Expected Result/Impact: Student improvement on Benchmark Tests and EOC Tests</p> <p>Staff Responsible for Monitoring: Teachers, Department Chairs, SECI Coaches, Administration</p>	Formative		
	Oct	Jan	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Instruction monitored through walkthroughs (PowerWalks), verifying alignment.</p> <p>Strategy's Expected Result/Impact: Student improvement on EOC exams</p> <p>Staff Responsible for Monitoring: Administration, SCEI Coaches, Department Chairs</p> <p>Title I: 2.4, 2.5</p>	Formative		
	Oct	Jan	May
			
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



Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 8: For the 2022-2023 school year, the overall number of students enrolled in pre-advanced/advanced placement courses at Americas High School will increase by 3% as compared to the overall enrollment for the 2021-2022 school year.

Evaluation Data Sources: Pre-AP/AP Course Enrollment

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Structured PLC and Planning Days

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide communication throughout the school year about informational meetings held to provide details on academic course options and requirements and the impacts on post high school education.</p> <p>Strategy's Expected Result/Impact: Number of course enrollment sections of courses in master schedule</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers, SCEI Coaches</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students and parents will be informed (through district call out system, website, posters around campus, and marquee) about the different informational meetings about these programs.</p> <p>Strategy's Expected Result/Impact: Number of course enrollment sections of courses in master schedule</p> <p>Staff Responsible for Monitoring: Administration, Counselors, SCEI Coaches, Teachers, Parent Liaison</p>	Formative		
	Oct	Jan	May
			
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



Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 9: For the 2022-2023 school year, the overall number of students enrolled in dual-credit courses at Americas High School will increase by 3% as compared to the overall enrollment for the 2021-2022 year.

Evaluation Data Sources: Dual Credit Course Enrollment

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: TSI opportunities

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide communication throughout the school year about informational meetings held to provide details on academic course options and requirements and post high school requirements and opportunities.</p> <p>Strategy's Expected Result/Impact: Number of course enrollment sections of courses in master schedule</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers, SCEI Coaches</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students and parents will be informed (through district call out system, website, posters around campus, and marquee) about the different informational meetings about these programs.</p> <p>Strategy's Expected Result/Impact: Number of course enrollment sections of courses in master schedule</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers, SCEI Coaches, Parent Liaison</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 10: For the 2022-2023 school year, the overall number of students participating in ACT/SAT college admissions test administrations at Americas High School will increase to 90% of current junior class, in preparation for post-secondary education.

Evaluation Data Sources: ACT/SAT test participation

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Counselor Presentations

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The SAT will be administered to all 11th grade students. Strategy's Expected Result/Impact: Increased number of student opportunities to be college ready. Staff Responsible for Monitoring: Administration, counselors</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide communication throughout the year for testing opportunities, post high school requirements and opportunities to students through their classes Strategy's Expected Result/Impact: Increased participation in college entrance exams Staff Responsible for Monitoring: Administration, teachers, counselors</p>	Formative		
	Oct	Jan	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 11: By the beginning of the 2022-2023 school year, the numbers of students enrolled in Career and Technical Education classes at Americas High School will increase from 89% to 93% of total Americas HS enrollment.

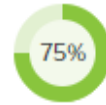
Evaluation Data Sources: CTE Course Enrollment

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Counselor Presentations

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Incoming freshman students have selected an endorsement and a pathway to increase enrollment in CATE courses for the 2020-2021 school year.</p> <p>Strategy's Expected Result/Impact: Enrollment numbers CATE sections in master schedule</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parent informational meetings will be conducted to present details and benefits of our CATE programs, as well as academic course options.</p> <p>Strategy's Expected Result/Impact: Number of course enrollment Sections of courses in master schedule</p> <p>Staff Responsible for Monitoring: Administration, counselors</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Counselors will monitor and audit student schedules and transcripts.</p> <p>Strategy's Expected Result/Impact: White CTE Coherent Sequence will increase by 10%.</p> <p>Staff Responsible for Monitoring: Counselors, Administration</p>	Formative		
	Oct	Jan	May

Title I:
2.4, 2.6
- **Additional Targeted Support Strategy**



0% No Progress

100% Accomplished

Continue/Modify

Discontinue











Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 12: During the 2022-2023 school year, all Migrant students enrolled at Americas HS will have the support needed to make gains in assessment performance (5% per subject area).

Evaluation Data Sources: EOC Results: Migrant Students

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: CIS support

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Migrant students will be identified once school begins and meet with an administrator to determine their needs. Strategy's Expected Result/Impact: All classes and EOC exams are passed. Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All migrant students are monitored for evidence of success in each of their classes. Strategy's Expected Result/Impact: All classes are passed. Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			










Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.


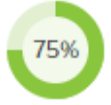










Performance Objective 13: During the 2022-2023 school year. LEP and SPED students will increase 5% in all EOC exams in order to meet targeted support thresholds.





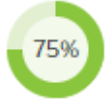


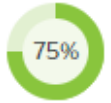




Evaluation Data Sources: EOC Results: LEP and SPED populations








Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Co-Teach training

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Rigor will increase with SPED students in their class settings. Strategy's Expected Result/Impact: Increase in EOC exams for SPED students. Staff Responsible for Monitoring: Core content teachers, SPED teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will incorporate all 4 language objectives into daily instruction. Strategy's Expected Result/Impact: Increase in EOC exam results Staff Responsible for Monitoring: Core content teachers, SPED and ESL teachers</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Lesson frames are redesigned and checked on a weekly basis. Strategy's Expected Result/Impact: Teacher planning improvement, student improvement Staff Responsible for Monitoring: SCEI Coaches, Department Chairs, Administration</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Common assessments are based on specific SE's.</p> <p>Strategy's Expected Result/Impact: Student improvement on Benchmark Tests and EOC Tests</p> <p>Staff Responsible for Monitoring: Teachers, Department Chairs, SECI Coaches, Administration</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Instruction monitored through walkthroughs (PowerWalks), verifying alignment.</p> <p>Strategy's Expected Result/Impact: Student improvement on EOC exams</p> <p>Staff Responsible for Monitoring: Administration, SCEI Coaches, Department Chairs</p> <p>Title I: 2.4, 2.5</p>	Formative		
	Oct	Jan	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Providing ELPS training/spot checks in all areas and not just during TELPAS window by English/ESL teachers</p> <p>Strategy's Expected Result/Impact: Improvement on ELL performance on EOC Reading</p> <p>Staff Responsible for Monitoring: ESL teachers, SCEI Coaches, Admin</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Oct	Jan	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Empowering (vs. policing) teacher leaders to be involved in walkthroughs, providing trainings, etc. (increasing critical mass)</p> <p>Strategy's Expected Result/Impact: Improvement on ELL performance on EOC Reading</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Professional Development for Algebra I teachers will include topics of differentiation and Co-teach models and best practices. Strategy's Expected Result/Impact: Algebra I SPED scores will increase by 10% for approaches grade level. Staff Responsible for Monitoring: SCEI Coaches, Administration</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative		
	Oct	Jan	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Administrators, Department Chairs, and SCEI Coaches will meet with individual departments on a Bi-Weekly basis to review data and other pertinent information. Strategy's Expected Result/Impact: Biology SPED approaches grade level scores will increase by 15% Staff Responsible for Monitoring: Administration, General Education Teachers, Special Education Teachers</p> <p>Title I: 2.4, 2.6 - Additional Targeted Support Strategy</p>	Formative		
	Oct	Jan	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: ELPS training/spot checks will occur in all areas and not just during TELPAS window by English/ESL teachers Strategy's Expected Result/Impact: Biology EL students scores on EOC exam will improve by 15% at approaches grade level Staff Responsible for Monitoring: EL/LPAC committee, Administration, General Education Teachers</p> <p>Title I: 2.4, 2.6 - Additional Targeted Support Strategy</p>	Formative		
	Oct	Jan	May
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Administration, department chairs, SCEI coaches, and academic coordinators will meet weekly to review data and make instructional decisions for the campus. Strategy's Expected Result/Impact: EL's scores will increase by 15% on the ELAR EOC Staff Responsible for Monitoring: Administration, SCEI Coaches</p> <p>Title I: 2.4, 2.6 - Additional Targeted Support Strategy</p>	Formative		
	Oct	Jan	May
			

Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Administrators, Department Chairs, and SCEI Coaches will meet with individual departments on a Bi-Weekly basis to review data and other pertinent information.</p> <p>Strategy's Expected Result/Impact: SPED scores will increase by 15% at approaches on ELAR EOC</p> <p>Staff Responsible for Monitoring: Administrators, SCEI Coaches</p> <p>Title I: 2.4 - Additional Targeted Support Strategy</p>	Formative		
	Oct	Jan	May
			
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



Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 14: By the end of 2022-2023 school year, 90% of Trailblazers Early College (TEC) students in all cohorts will pass both the reading and writing TSI.

Evaluation Data Sources: TSI passing rates

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Edgenuity and Shmoop Use











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: TEC teachers will provide tutorials outside the school day to provide remediation.</p> <p>Strategy's Expected Result/Impact: Increased scores in math and English portions of the TSI.</p> <p>Staff Responsible for Monitoring: TEC director, TEC counselor, TEC teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	May
			
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Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 15: By the end of 2022-2023 school year, the percentage of CATE EL students who approach grade level will increase by 15% on all EOC exams.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: PLC and Core Planning

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Lesson frames will be redesigned and checked on a weekly basis</p> <p>Strategy's Expected Result/Impact: CATE EL scores in Algebra I will increase by 15% on PBMAS data.</p> <p>Staff Responsible for Monitoring: Administration, SCEI Coach & Department Chai</p> <p>Title I: 2.4</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional development focusing on RtI will be provided to all teachers.</p> <p>Strategy's Expected Result/Impact: CATE EL scores on approaches grade level will increase by 15% on English EOC</p> <p>Staff Responsible for Monitoring: Administration, General Education Teachers, Special Education Teachers, EL/LPAC committee/team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 16: In 2022-2023 SPED CTE scores will increase by 15% on all EOC exams on approaches grade level.

Evaluation Data Sources: CTE EOC Results

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: PLC and Core department planning

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Outside the regular scheduled day instruction will be provided Algebra I teachers that targets struggling subgroups</p> <p>Strategy's Expected Result/Impact: SPED CTE scores on Algebra I EOC exam will increase by 10% on PBMAS data.</p> <p>Staff Responsible for Monitoring: Department Chair, SECI Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Weekly SLC meetings will be held for all grade levels to look at student data and plan interventions</p> <p>Strategy's Expected Result/Impact: SPED CTE scores on Biology will increase by 10%</p> <p>Staff Responsible for Monitoring: Administration, General Education Teachers, Sped Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Oct	Jan	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional development focusing on RtI will be provided to all teachers.</p> <p>Strategy's Expected Result/Impact: CATE/SPED students' approaches grade level on English EOC will increase by 10%</p> <p>Staff Responsible for Monitoring: Administration, General Education Teachers, Special Education Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Oct	Jan	May
No Progress Accomplished Continue/Modify Discontinue			

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 17: Teachers will continue to utilize technology post-remote learning to maximize students' instructional opportunities.

Summative Evaluation: Significant progress made toward meeting Objective











Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: For the 2022-2023 school year, 95% of teachers will be scored at proficient or higher as measured by T-Tess standards.

Evaluation Data Sources: T-TESS Evaluations

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: TTESS training








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A structured system for monitoring instructional practice at AHS will continue in 2021-2022 school year yielding quantitative and qualitative PowerWalk data. The amount of PowerWalks will be 15 each week for the 2021-2022 school year.</p> <p>Strategy's Expected Result/Impact: All Eduphoria data and TTESS evaluations will be used to monitor the progress of all teachers and any updates to TINAs or training needed to help teachers struggling will be provided.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will be provided professional development in utilizing and implementing the use of best practices in areas such as, but not limited to, the TEKS, technology, Gifted and Talented, and differentiated instruction. which pertains to student-centered learning. A district initiative is being implemented to include open-ended responses in all core content campus common assessments.</p> <p>Strategy's Expected Result/Impact: Weekly PLC's and SLC's meetings will take place and best practices will be shared. PowerWalks data and common assessments data will be used to check for implementation of how the best practices learned have helped.</p> <p>Staff Responsible for Monitoring: Administration, SCEI coaches, and or District Personnell</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - Title I, Part A - \$7,000, - 282-ESSER III - \$1,431</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 2: For the 2022-2023 school year, Americas High School will maintain 100% highly effective teachers in all core academic subjects.

Evaluation Data Sources: AHS will maintain 100% highly effective teachers in all core academic subjects.

Summative Evaluation: Significant progress made toward meeting Objective





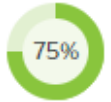





Strategy 1 Details	Formative Reviews		
Strategy 1: It is SISD practice that all teachers hired must be highly qualified. Strategy's Expected Result/Impact: See District Policy Staff Responsible for Monitoring: Administration and Human Resource	Formative		
	Oct	Jan	May
	 75%	 80%	 90%
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 3: During the 2022-2023 school year, Americas High School will increase the number of professional development opportunities offered to employees twice each 9 weeks.

Evaluation Data Sources: Documented professional developmen sessions

Summative Evaluation: Significant progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All of the Americas High School faculty will be trained in differentiated instruction/social emotional strategies during the 2021-2022 school year, to include training in special population needs and strategies.</p> <p>Strategy's Expected Result/Impact: An increase in common assessments, benchmarks tests, and EOC scores in all core areas, specifically in the areas of English reading, writing, and math. In addition, the staff development will focus on increasing the masters grade level scores in all core areas.</p> <p>Staff Responsible for Monitoring: Administrators, SCEI coaches, Outside Institutions</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 211 - Title I, Part A - \$250, - 282-ESSER III - \$500</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will continue a teacher mentoring program.</p> <p>Strategy's Expected Result/Impact: Teacher retention.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 4: During the 2022-2023 school year, Americas High School will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to improve performance for EB, SPED, and at-risk students by 10% per subpopulation.

Evaluation Data Sources: EOC Results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers at Americas High School will continue to be trained in and use AVID strategies as vehicles to implement best practices in all are classes to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: An increase in common assessments, benchmarks tests, and EOC scores in all core areas, specifically in the areas of English reading, writing, and math. In addition, the staff development will focus on increasing our commended/advanced scores in all core areas.</p> <p>Staff Responsible for Monitoring: Administration, SCEI coaches</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Our campus will invest in the following programs to help with our special populations: Differentiated instruction, SIOP, Eduphoria, Read 180, Lead 4ward, and OLWEUS.</p> <p>Strategy's Expected Result/Impact: An increase in common assessments, benchmarks tests, and EOC scores in all core areas, specifically in the areas of English reading, writing, and math. In addition, the staff development will focus on increasing our commended/advanced scores in all core areas.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 282-ESSER III - \$700</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 5: By June 2023, Americas High School will continue with the practice of sending a team of teachers to AVID training in order to increase the level of instructional rigor across the core content areas, to indicate an overall improvement in student state assessment scores in all content areas by 3% in all three level indicators..(approaches, meets, and masters)

Evaluation Data Sources: EOC Results

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: AVID Summer Institute roll out

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers, counselors, admin will attend summer institute for AVID training. Strategy's Expected Result/Impact: Teachers will implement AVID strategies into their daily lesson plans. Staff Responsible for Monitoring: AVID Coordinator, AHS teachers, Administration, Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Avid Summer Institute - 211 - Title I, Part A - \$16,000, - 282-ESSER III - \$17,000</p>	Formative		
	Oct	Jan	May
	N/A		
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Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.








Performance Objective 1: During the 2022-2023 school year, Americas High School will increase the number of collaborative educational involvement activities and events for parents and community members by 10% as compared to the 2021-2022 school year to promote teamwork and unity in the education of students.

Evaluation Data Sources: Documented activities: Agendas, sign-in sheets

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Monthly Parent Meeting

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Parent Liaison and the Communities in Schools Coordinators will work to ensure that all parents of students who attend Americas High School are afforded various opportunities (Drive-by Breakfast, Awards Ceremonies, Parent-Teacher Conference Nights, Community Service, Parenting workshops, Re-classified Parent Nights, etc...) to participate in the collaborative educational involvement and events to promote teamwork and unity. The Parent Liaison will provide support via technology, refreshments, supplies and materials for parental involvement training, workshops, classes and seminars.</p> <p>Strategy's Expected Result/Impact: There will be an overall increase in the educational events and activities for parents of Americas High School as presented by agendas and signature pages.</p> <p>Staff Responsible for Monitoring: Parent Liaison, Communities in Schools Coordinators, Administration</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: - 211 - Title I, Part A - \$4,000</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Invite parents to participate in the discussion of roles and functions of the various committees where school-wide decisions can best be made to impact student achievement and campus progress, i.e. SIT, LPAC, etc...</p> <p>Strategy's Expected Result/Impact: Increased parental participation; Increase in collaborative events;</p> <p>Staff Responsible for Monitoring: Administration, Staff, Communities in Schools Coordinators, Parent Liaison</p> <p>Title I: 4.2</p>	Formative		
	Oct	Jan	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide Opportunities for Parent Liaison, SISD Parents and Community members to attend events and / or conferences in order to bolster parental involvement thereby supporting students academic achievement. Continue Latino Family Literacy project.</p> <p>Strategy's Expected Result/Impact: Increase attendance to Professional Development (Local and State Conferences, Regional 19 & District Services)</p> <p>Staff Responsible for Monitoring: Parent Liaison Administration</p> <p>Title I: 4.2</p> <p>Funding Sources: - 211 - Title I, Part A - \$1,500</p>	Formative		
	Oct	Jan	May
			
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Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 2: For the 2022-2023 school year, Americas High School will increase the number of notifications/communications sent via newsletters, email, call-outs, etc. to parents, business, and community members by 5%.

Evaluation Data Sources: Documented notifications

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Monthly Parent Meeting

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Americas High School will ensure that all community members have access to school events, activities, and information through various avenues of communication.</p> <p>Strategy's Expected Result/Impact: Increased parental contact with Americas High School teachers and staff; Increased parental involvement</p> <p>Staff Responsible for Monitoring: Americas High School Staff, Administration</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase all-calls, newsletters, websites/ emails, etc... to contact, invite and inform parents of all students' EOC test results by holding an EOC Education meeting for parents and students to provide concrete and up-to-date informatin about EOC and implications for graduation.</p> <p>Strategy's Expected Result/Impact: Parent attendance to EOC Education meeting(s) to include sign-in sheets and updates to website (s).</p> <p>Staff Responsible for Monitoring: Americas High School Staff, Administration, Parent Liaison</p> <p>Title I: 4.2</p>	Formative		
	Oct	Jan	May
No Progress Accomplished Continue/Modify Discontinue			

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 3: For the 2022-2023 school year, Americas High School will have one customer service training at the beginning of the year to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Sources: Documented activities: Agendas, sign-in sheets

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Support Staff will attend customer service trainings so as to ensure that all stakeholders questions and concerns are handled appropriately and efficiently.</p> <p>Strategy's Expected Result/Impact: The community culture survey will support increased customer service satisfaction.</p> <p>Staff Responsible for Monitoring: Administration, Clerical Staff, Support Staff</p>	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Support Staff will meet regularly with their supervisor and/or administration to collaborate on the benefits of customer service trainings attended and to discuss further support needs of the campus.</p> <p>Strategy's Expected Result/Impact: The cultural survey will show support of a friendlier, more attentive and community focused response to questions and concerns reciprocated in a timely manner by Americas High School staff.</p> <p>Staff Responsible for Monitoring: Support staff, Administration, Supervisor</p>	Formative		
	Oct	Jan	May
<p> No Progress Accomplished Continue/Modify Discontinue </p>			








Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 4: For the 2022-2023 school year, Trailblazers Early College will continue the practice of holding a minimum of 4 parent informational meetings, not including Parent/Teacher nights.

Evaluation Data Sources: Documented activities: Agendas, sign-in sheets

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Monthly Parent Meeting

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: AHS Early College will conduct at least four parent informational meetings for students in the program. Strategy's Expected Result/Impact: Increased involvement of parents of children specific to AHS Early College. Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 4.2</p>	Formative		
	Oct	Jan	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			










Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

















Performance Objective 1: For the 2022-2023 school year, all students and all subpopulations will have a minimum 10% increase in performance on each STAAR-tested area.

Evaluation Data Sources: STAAR Results

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: PLC and Core Department Planning

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Americas will provide scientifically researched based instructional strategies. Strategy's Expected Result/Impact: Increase student scores in assessments Staff Responsible for Monitoring: Administration, C & I</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide targeted assistance with prescriptive lessons to students in all subgroups: After school, Saturdays, intersession, and summer. Strategy's Expected Result/Impact: Decrease in # of failing scores Staff Responsible for Monitoring: Administration, C & I, teachers</p> <p>Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund: SCE - \$36,167, - 211 - Title I, Part A - \$44,000</p>	Formative		
	Oct	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Outside the regular scheduled day instruction will be provided by most teachers that targets struggling subgroups: After school, Saturdays, intersession, summer. Strategy's Expected Result/Impact: Increase in Scores (Common Assessments, EOC, and classroom grades) Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund: SCE - \$36,167, - 211 - Title I, Part A - \$44,000</p>	Formative		
	Oct	Jan	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Library programs and services will be offered beyond the instructional day to provide students with extended learning opportunities through tutoring and enrichment activities. Timeline: Before/after school; intersession; summer.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement in the four core content areas Staff Responsible for Monitoring: AHS Librarians</p> <p>Title I: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title I, Part A - \$1,000</p>	Formative		
	Oct	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Lesson frames are redesigned and checked on a weekly basis.</p> <p>Strategy's Expected Result/Impact: Teacher planning improvement, student improvement Staff Responsible for Monitoring: SCEI Coaches, Department Chairs, Administration</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Common assessments are based on specific SE's.</p> <p>Strategy's Expected Result/Impact: Student improvement on Benchmark Tests and EOC Tests Staff Responsible for Monitoring: Teachers, Department Chairs, SECI Coaches, Administration</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Instruction monitored through walkthroughs (PowerWalks), verifying alignment.</p> <p>Strategy's Expected Result/Impact: Student improvement on EOC exams Staff Responsible for Monitoring: Administration, SCEI Coaches, Department Chairs</p> <p>Title I: 2.4, 2.5</p>	Formative		
	Oct	Jan	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			










Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.








Performance Objective 2: During the 2022-2023 school year, all teachers will provide students with meaningful and effective academic interventions to ensure their academic growth.

Evaluation Data Sources: T-TESS Results, walkthroughs, EOC Results

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Professional Development

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Americas will provide scientifically researched based instructional strategies. Strategy's Expected Result/Impact: Increase student achievement in all assessments Staff Responsible for Monitoring: Administration, C & I</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All teachers will provide at least one comprehensive writing activity every 3 weeks. Strategy's Expected Result/Impact: Increase in EOC scores Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: SPED focused sessions during intersession and before and after school Strategy's Expected Result/Impact: Improvement in SPED performance on EOC Reading Staff Responsible for Monitoring: SCEI Coaches, SPED Dept. Chair, ADMIN</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Oct	Jan	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Providing ELPS training/spot checks in all areas and not just during TELPAS window by English/ESL teachers</p> <p>Strategy's Expected Result/Impact: Improvement in ELL performance on EOC Reading</p> <p>Staff Responsible for Monitoring: ESL Teachers, SCEI Coaches, Admin</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Oct	Jan	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			










Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.











Performance Objective 3: For the 2022-2023 school year, Americas administrators will increase the number of professional development opportunities to twice per nine weeks for campus teachers to support and provide resources to achieve professional growth and high student academic achievement rates.

Evaluation Data Sources: Documented professional development sessions

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Mini-PDs at PLC

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional development focusing on differentiated instruction will be provided to all teachers. Strategy's Expected Result/Impact: increase in grades for all special populations Staff Responsible for Monitoring: Administration, C&I</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: New Core subject teachers will attend Sheltered Instruction Observation Protocol training. Strategy's Expected Result/Impact: Increase in student achievement in all core areas Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Oct	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teacher Designed Professional Development that is content specific. Strategy's Expected Result/Impact: Teacher Feedback Forms/Surveys Staff Responsible for Monitoring: Administration, SCEI Coaches, Department Chairs</p>	Formative		
	Oct	Jan	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: SPED focused sessions during intersession and before and after school Strategy's Expected Result/Impact: Improvement in SPED performance on EOC Reading Staff Responsible for Monitoring: SCEI Coaches, SPED Dept. Chair, Admin Title I: 2.4, 2.6	Formative		
	Oct	Jan	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Empowering (vs. policing) teacher leaders to be involved in walkthroughs, providing trainings, etc. (increasing critical mass) Strategy's Expected Result/Impact: Improvement on ELL Performance on EOC Reading Staff Responsible for Monitoring: Admin Title I: 2.4	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			










Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

















Performance Objective 4: During the 2022-2023 school year, Americas administrators will schedule at least 1 weekly data feedback session with Curriculum and Instruction personnel to acquire support and resources.

Evaluation Data Sources: Documentation of meetings/visits

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Weekly C&I

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Administration, department chairs, SCEI coaches, and academic coordinators will meet weekly to review data and make instructional decisions for the campus.</p> <p>Strategy's Expected Result/Impact: System evaluation Data walls</p> <p>Staff Responsible for Monitoring: Administration, C & I</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Administration will meet weekly to review PowerWalk data</p> <p>Strategy's Expected Result/Impact: Lesson frames</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5</p>	Formative		
	Oct	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Administrators, Department Chairs, and SCEI Coaches will meet with individual departments on a Bi-Weekly basis to review data and other pertinent information.</p> <p>Strategy's Expected Result/Impact: Agendas</p> <p>Staff Responsible for Monitoring: Administration, Department Chairs, SCEI Coaches</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Instruction monitored through walkthroughs (PowerWalks), verifying alignment. Strategy's Expected Result/Impact: Student improvement on EOC exams Staff Responsible for Monitoring: Administration, SCEI Coaches, Department Chairs</p> <p>Title I: 2.4, 2.5</p>	Formative		
	Oct	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Common assessments are based on specific SE's. Strategy's Expected Result/Impact: Student improvement on Benchmark Tests and EOC Tests Staff Responsible for Monitoring: Teachers, Department Chairs, SECI Coaches, Administration</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Lesson frames are redesigned and checked on a weekly basis. Strategy's Expected Result/Impact: Teacher planning improvement, student improvement Staff Responsible for Monitoring: SCEI Coaches, Department Chairs, Administration</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Empowering (vs. policing) teacher leaders to be involved in walkthroughs, providing trainings, etc. (increasing critical mass) Strategy's Expected Result/Impact: Improvement on ELL Performance on EOC Reading Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 5: During the 2022-2023 school year, Americas personnel will actively engage parents in the education process to ensure the academic and behavioral success of students by increasing parent attendance at school meetings and events by 10% as compared to the 2021-2022 school year.

Evaluation Data Sources: Documentation of activities: Agendas/sign-in sheets

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Mentorship program

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Schoolwide parent meetings to disseminate student information will increase from one a semester to two.</p> <p>Strategy's Expected Result/Impact: Evaluation</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parent classes offered by campus parent liaison will increase from once a week to biweekly.</p> <p>Strategy's Expected Result/Impact: Increase number of parent/community involvement</p> <p>Staff Responsible for Monitoring: Parent liaison</p> <p>Title I: 4.2</p>	Formative		
	Oct	Jan	May
	N/A		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Develop and improve different methods of communication with parents such as call-outs, twitter, marquee, and the school web page..</p> <p>Strategy's Expected Result/Impact: More parent involvement in activities</p> <p>Staff Responsible for Monitoring: Administration, librarian</p>	Formative		
	Oct	Jan	May
	N/A		
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>			











Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 6: By Spring 2023, the percentage of interventions documented by teachers for appropriate academic support will increase by 20% compared to the 2021-2022 school year (RTI, HB 4545).

Evaluation Data Sources: Documentation of interventions

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: RTI training

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers and Administrators will document student interventions using Euphoria as a platform.</p> <p>Strategy's Expected Result/Impact: Intervention documentation will be more timely and allow for intervention to happen quicker.</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Administrators</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Through the use of Olweus day, teachers will support the EOP safety procedural practices and student responsibilities by documenting interventions once a month.</p> <p>Strategy's Expected Result/Impact: Students increase their awareness of EOC procedures.</p> <p>Staff Responsible for Monitoring: Teachers, campus administration</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 7: During the 2022-2023 school year, Trailblazers Early College will facilitate 3 TSI bridge camps to provide interventions for TEC students to be successful on all portions of the TSI.

Evaluation Data Sources: Documentation of Activities: Schedule, Lesson plans, sign-in sheets

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: TSI testing

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct TSI bridge camps for students in AHS Early College.</p> <p>Strategy's Expected Result/Impact: Increased passing rate on TSI sections.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Oct	Jan	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			








Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 8: Trailblazers Early College teachers will receive professional development facilitated by El Paso Community College in the Fall of 2022.

Evaluation Data Sources: Documentation of professional development activities

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: EPCC Bridge Conference

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional Development will be provided for AHS Early College faculty.</p> <p>Strategy's Expected Result/Impact: Increased evidence of proper teaching strategies/curricular focus in AHS Early College program</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.








Performance Objective 9: Small Learning Communities (SLC's) will meet once a week to look at student data and plan interventions for each of the following:

9th-12th grade SLCs, 9th-12th TEC cohort

Evaluation Data Sources: Documentation of activities: Agendas, sign-in sheets

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: SLCs for each grade level

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Weekly SLC meetings will be held for all grade levels, with TEC meetings for Grades 9 and 10.</p> <p>Strategy's Expected Result/Impact: Increased interventions, increase in EOC passing rate</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4</p>	Formative		
	Oct	Jan	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Americas High School

Total SCE Funds: \$405,726.10

Total FTEs Funded by SCE: 5.5

Brief Description of SCE Services and/or Programs

State Compensatory Education intervention coaches (SCE-I coaches) are present at all campuses to assist faculty and staff with instructional support that centers on at-risk student instruction. All campuses have an assigned Library Aide. At the high school level, there are two at each campus. Library aides have a schedule in which they work in the library half-day and work with selected at-risk students on supplemental instructional support for the other half of the day. In middle schools and high schools, the class size reduction teacher position is present and is normally identified as an intervention teacher for a subject area in need (ex. reading, mathematics). Communities in Schools (CIS) coordinators assist at-risk students with a variety of instructional support and social work-related services. State compensatory education funds are allocated to high school campuses in two installments during each school year. One installment is in the fall semester, and one is in the spring semester. This funding is used for direct supplemental instruction for students at risk of dropping out of school, and is intended for extended instruction after school, on Saturdays, during intersession periods, and for summer school.

Personnel for Americas High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Argelia Morales	CIS Coordinator	0.5
Ashley Briseno	Library Aide	0.5
Benjamin Corral	SCEI Coach	1
Emmitt Pichardo	Library Aide	0.5
Jonathan Rye	CSR Teacher	1
Kristen Ryan	CSR Teacher	1
Lisa Stephenson	SCEI Coach	1

Title I

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment is documented in the CIP. Each year, four major areas comprising the "Multiple Measures of Data" are addressed. These four areas are Demographics, Student Learning, School Processes and Programs, and Perceptions.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Agendas and sign-in sheets of school improvement team (SIT) meetings.

2.2: Regular monitoring and revision

The CIP is reviewed each year through three formative assessments and one summative evaluation. Strategies are added, deleted, discontinued, or modified where appropriate.

2.3: Available to parents and community in an understandable format and language

The CIP is available on our district and campus website.

2.4: Opportunities for all children to meet State standards

Strategies are listed in drop-down below.

2.5: Increased learning time and well-rounded education

Strategies are listed in drop-down below.

2.6: Address needs of all students, particularly at-risk

Strategies are listed in drop-down below.

3.1: Annually evaluate the schoolwide plan

The summative evaluation is conducted at the end of each school year.

4.1: Develop and distribute Parent and Family Engagement Policy

Strategies are listed in drop-down below.

4.2: Offer flexible number of parent involvement meetings

Strategies are listed in drop-down below.

5.1: Determine which students will be served by following local policy

N/A

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Laguna	Teacher-9th Grade Initiative	Title I	1
Argelia Morales	CIS Coordinator	Title I	.50
Dolores McElyea	SCEI Coach	Title I	1
Juan Ochoa	College Tutor	Title I	19 Hours
Loretta Ortiz	CIS Coordinator	Title I	1
Michelle Moore	Parent Liaison	Title I	1

Campus Funding Summary

199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2			\$36,167.00
5	1	3			\$36,167.00
Sub-Total					\$72,334.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3		211.12.004.24.00.000.6329.2119A	\$400.00
2	2	3		211.11.004.24.00.000.6399.2119A	\$2,866.00
2	2	3			\$145,000.00
2	2	5	Supplemental Instructional Supplies		\$5,000.00
2	7	1			\$200.00
3	1	2			\$7,000.00
3	3	1			\$250.00
3	5	1	Avid Summer Institute		\$16,000.00
4	1	1			\$4,000.00
4	1	3			\$1,500.00
5	1	2			\$44,000.00
5	1	3			\$44,000.00
5	1	4			\$1,000.00
Sub-Total					\$271,216.00
282-ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			\$50,000.00
2	3	1			\$7,500.00
2	4	1			\$6,100.00
3	1	2			\$1,431.00
3	3	1			\$500.00
3	4	2			\$700.00

282-ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	1			\$17,000.00
Sub-Total					\$83,231.00